

**Virginia State Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.a)**  
**Part 1: Education Programs (excluding Administration and Supervision Programs)**

**Name of Institution:** Virginia Wesleyan College

**Contact Person:** Stacey Wollerton

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**Reporting Date:** August 2008

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.	Shelton Park Reading Partnership	Students are given the opportunity to observe for 5 hours in an elementary reading classroom or various reading classrooms to observe reading instruction. This allows students in the reading course to see how teachers implement the programs.	While working in the elementary classrooms students observe reading instruction provided to groups and individuals. Students can assist with reading tasks.	Dr. Jayne Sullivan, Reading Professor VWC; LouAnne Metzger, Principal, Shelton Park Elementary; Stacey Wollerton, Director of Field Experiences; Students enrolled in EDUC 320	No
2.	Chesapeake Bay Academy	Students are given the opportunity to observe for 5 hours in a special education setting. This allows students in the special education course to see how teachers work with the specific disabilities that are outlined in the course.	While working in the classrooms students often assist with groups or individual students allowing the teacher more time to work with others. The school has expressed their continued interest in having college students come in and see the real world of a special education setting.	Dr. Jayne Sullivan, Reading Professor VWC; Kathryn Mitchell, Principal, Chesapeake Bay Academy; Stacey Wollerton, Director of Field Experiences; Students enrolled in EDUC 320	No
3.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk)	Student Teachers are placed in two settings in two local school divisions. Students seeking elementary certification are placed in K-3 and 4-5; students seeking secondary certification are placed in middle and high schools and special education students are placed in elementary and high school and K-12 certification are placed in elementary and high school.	Students are responsible for all aspects of the day to day instruction of their 7.5 week placement. Students plan, and provide direct instruction under the supervision of a cooperating teacher and college supervisor.	Stacey Wollerton, Director of Field Experiences; student teaching supervisors; Cooperating teachers from local school divisions; Administrators from local school divisions	No
4.	Practicum Field Experiences Elementary preK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk)	All practicum students spend a total of 80 hours (50 supervised) in the field covering all areas of their certification levels. Special Education students spend an additional 25 hours in a placement with a school psychologist to observe and participate in testing administration and interpretation.	Students often assist with groups or individual students allowing the teacher more time to work with others. Students plan, and provide direct instruction for 3 lessons under the supervision of a cooperating teacher.	Stacey Wollerton, Director of Field Experiences; course instructors; Cooperating teachers from local school divisions	No
5.	Virginia Wesleyan College National Board Certification Support Program	Virginia Wesleyan College, in partnership with the National Board for Professional Teaching Standards (NBPTS) and The Southeast Virginia National Board Certified Teacher Regional Network (SEVA), has developed and coordinates the program to support Virginia Region II teachers in all aspects of National Board Certification, covering all contents areas K-12.	The Program offers pre-candidate and active candidate professional development and guided study courses, mentors, mentor workshops, recognition receptions, National Board Academies, Outreach information sessions and coordination for all NBPTS initiatives.	Virginia Wesleyan College (VWC) The National Board for Professional Teaching Standards (NBPTS) and The Southeast Virginia National Board Certified Teacher Regional Network (SEVA)	Yes; a program grant
6.	The Take Five Program	In collaboration with Southside Hampton Roads school divisions, Virginia Wesleyan College provides a 50% tuition reduction for all provisionally licensed teachers.	Take Five is an opportunity offered to all provisionally licensed teachers to provide an academic and financial incentive to complete the VDOE course requirements and enhance the retention of provisionally licensed teachers to full licensure.	Virginia Wesleyan College, Norfolk Public Schools, Chesapeake Public Schools, Suffolk Public Schools, Virginia Beach City Public Schools, Portsmouth Public Schools	Yes

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7.	Special Education	In collaboration with Norfolk Public Schools students seeking special education certification shadow a school psychologist for 10 hours to observe the administration of tests for identification of special education services.	This program helps meet the needs of the community by providing students an opportunity to be more knowledgeable about the testing process.	Virginia Wesleyan College, Norfolk Public Schools, coordinated through Dr. Harolyn Katherman	No
8.	Teaching and Learning in the Bayside Community Bayside Elementary	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from pre-k to the college level.	In the fall of 2008 representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach.	Mr. George Mackay, Principal, Williams Elementary; Ginger L. Ferris, VWC Professor, VWC Liberal Arts Faculty	No
9.	Teaching and Learning in the Bayside Community Bayside Middle School	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from pre-k to the college level.	In the fall of 2008 representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach.	Dr. Barbara O. Cooper, Principal; Mr. Jeff Hoffman, Assistant Principal; Ginger L. Ferris, VWC Professor, VWC Liberal Arts Faculty	No
10.	Teaching and Learning in the Bayside Community Bayside High School	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from pre-k to the college level.	In the fall of 2008 representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach.	Ms. Kay Thomas, Principal; Ms. Bermina Nickerson, Assistant Principal; Ginger L. Ferris, VWC Professor, VWC Liberal Arts Faculty	No

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*Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.a)*  
*Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)*

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**Virginia State Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.b)**  
**Part 3: Administration and Supervision Programs**

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**Date:** August 2008

Number	Administrative and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable